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A COMPARISON OF URBAN AND RURAL COMMON-SCHOOL STATISTICS

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A COMPARISON OF URBAN AND RURAL COMMON-SCHOOL STATISTICS.

The purpose of this study is to segregate and present a comparison of the statistics of urban and rural schools in the United States for the year 1910. From the new emphasis on agricultural education and the more intensive study of the problems of rural life in general which have been manifest of late has emerged a stronger conviction that education in the country districts has not prospered as it should prosper and that rural school conditions must be improved, if education is to do its part in the uplift of rural life.

But data have been lacking upon which to base sound conclusions and frame propaganda of development. Prior to 1911 the Bureau of Education collected statistics of State school systems as a whole and obtained from individual cities of 4,000 population and over the statistics of city school systems, but little effort was made to draw a proper line of demarcation and segregate rural from urban schools. To include all towns of less than 4,000 population in rural statistics would clearly be an improper procedure in a serious study of rural conditions. In the study made here the effort is to give not only totals for the whole country, but also those for the several States individually. Owing to the difficulties in securing a wider range of data, only the items of enrollment, attendance, length of term, and teachers' salaries are treated.

As is usually the case with first efforts, the problem of securing the data presented has not been without its perplexities. First, there were the old-time and well-nigh insurmountable obstacles of incompleteness and inaccuracy in figures for the States as a whole. Moreover, such a critical analysis of these figures as was necessary for the study in hand revealed inaccuracies and lack of uniformity in the State figures which had not previously been so apparent. In one State, for example, the statistics of 11 towns and cities of 2,500 to 10,000 population were found to be omitted from the totals given in the printed report of the State superintendent and likewise from those given in the written report sent to this bureau. In some other States similar errors were discovered. Another source of difficulty was the smaller towns. For the first time this office tried to secure from about 800 of these the statistics of their schools. Not being

accustomed to reporting to the Federal Government, and some perhaps misapprehending the purpose of the brief questionnaire sent to them, they were sometimes found to have reported erroneously. Statistics of the larger cities, however, have not been so inaccurate in the items used.

In view of the foregoing facts, it would seem inadvisable to make a strong claim for the accuracy of the statistics of this study. This bureau, to be sure, has exerted the usual diligence and care in tabulation and treatment, but no amount of scrutiny and efforts at verification in a central office will discover and eradicate all the errors that may have crept into basal data derived from widely different sources and collected at those sources by diverse methods. It has been thought, however, that the figures given here constitute a close approximation of the conditions as they exist in the several States and in the United States as a whole as shown by the grand totals. For this reason they are offered as the best available statistical data on the subject. When State offices report with a nearer approach to uniformity and more in accordance with generally accepted standards of measurement of school work, this bureau will be in a better position to treat this and like subjects with satisfaction.¹

METHOD OF TREATMENT.

The line of demarcation between urban and rural communities which has been followed here is that drawn by the Bureau of the Census in its enumeration for 1910. The Census Office classifies as urban all cities and incorporated places, including the "towns" of New England, which have a population of 2,500 or over. All other territory is rural. This classification has been adopted here for the following reasons:

First, it conforms the boundaries of school statistics to those of total population. The Bureau of the Census, as the chief statistical office of the Government, sets the standard in those matters which particularly lie in its proper fields of investigation, and it is to the great advantage of all that its standards be observed. The advantage of following the Census standard in this study is to be seen by comparing the figures of Table 1, which embraces statistics of total population, with those of the other tables. The percentages of Table 1 serve as an index to what might be expected in the succeeding tables and give rise to interesting questions when an apparent want of agreement is found. The relations of these figures will be pointed out more at length in the pages which follow.

¹ The conditions revealed by this study, of which the case of the State mentioned above is given as an example, constitute a very strong argument for the immediate adoption by all the States of the State schedule and definitions of terms thereon recently prepared in the Bureau of Education and approved by the Department of Superintendence.

If educational matters alone were to be considered in establishing a universal standard for differentiation between urban and rural statistics, it is likely that a better one than that followed in this study could be found. Indeed, it may be deemed practicable at some time in the future to introduce a secondary line of differentiation for school statistics alone. But it will no doubt be found that a standard which is best adapted to one part of the United States is not suited to another part. As a common standard is necessary, it follows that no matter what care is exercised in its selection, the data for a certain State in accordance therewith will not in any event represent the facts and relationships so truthfully and so clearly as might be the case if a standard suited to it alone or to its peculiar conditions were observed. A discussion of what this secondary standard should be opens up an interesting field, which, however, can not be entered here. It can only be said that at present it seems that the basis must be that of population.¹

The second reason for using in this study the Census basis of differentiation between urban and rural communities is that it is the lowest mark practicable under existing conditions. This bureau has been compelled to get its statistics of urban schools directly from the individual cities. There were some 2,300 school systems in cities and towns of 2,500 population and over from which it was necessary to secure data. To a large percentage of these it was necessary to send second and even third requests for the desired information. Now, if, for example, the limit had been lowered to include towns of 1,000 inhabitants and upward, hundreds of small towns would have been added to the list and this bureau's task of securing the necessary data from each one directly would have been put practically beyond accomplishment.

Nor is the disinclination of some school officials to report to this bureau the only element of impracticability in using a lower mark as a point of differentiation. As the scale of population of cities descends, the corporate limits of municipalities and the boundaries of school districts including them become less coextensive. That is to say, in the case of larger cities the incorporated city is almost invariably the school district; in smaller cities this is generally the rule, but there are exceptions; in towns of about 1,000 population, there are many exceptions. In some States school districts including these small towns include also much rural territory. These conditions would operate to vitiate the value of statistics obtained if small towns of 1,000 to 2,500 population were classified as urban.

In some of the published reports of State superintendents statistics of urban and rural schools are segregated, but differentiation is

¹ The rural school supervisors of the Southern States have recommended to the State superintendents of those States that a population of 1,000 be taken as the limit in those States.

not always clearly made and a lack of uniformity in classification prevails. In some cases totals for the State are given and figures for the cities are reported in separate tables, but the term "cities" is used in its local sense, frequently meaning incorporated places, regardless of population or other conditions. In other cases the different classes of school districts are reported separately, but it is often difficult to determine when a particular class should be styled as urban and when rural. In still other cases, the figures are given simply as for "urban" and for "rural," but these cases, like those in which are reported totals for the State and for the cities separately, lack a proper line of demarcation for purposes of comparison with other States.

Kansas and Kentucky may be taken as examples of States which report statistics in a form affording means of approximating figures for urban and rural schools separately. The former reports enrollment and attendance items by cities of the first and second classes, by counties for all schools not in the cities, and by county high schools. Cities of the first and second classes are of 2,000 population and over. From this it is clear that, were it not for the county high schools, urban and rural statistics could be segregated at the point of 2,000 population; but practically all county high schools draw patronage from the cities, hence the difficulty in classifying as urban or rural the students of these schools. Since this item constitutes less than 1 per cent of the total for the State, however, an estimated division could be made and a close approximation of the desired figures for the State could be obtained. But there would still remain the difficulty of having the line of demarcation drawn at 2,000 population. Aside from Kansas, no State appears to draw the line at this point, and for this reason the figures obtained would be of little value for purposes of comparison.

Kentucky reports urban and rural statistics separately, but according to its own classification. This is somewhat difficult to ascertain. The superintendent's biennial report for 1910-11 contains statistics for a list of cities which includes one town of 2,161 population, but omits some cities and towns of 2,500 population and over. Why these cities and towns are omitted is not apparent, but even if they were included, the division at the point of 2,161 inhabitants would be out of agreement with the practice in other States. From the conditions shown for Kansas and Kentucky, which are among the best examples obtainable, it is clear that no satisfactory basis of comparison of the statistics of urban and rural schools may be obtained from printed State reports.

The data for this study were obtained from three sources, viz, (1) the figures reported by the several State education offices for the States as a whole, (2) the statistics of cities and villages of 4,000 population and over as published in the Annual Report of the Com-

missioner of Education for 1910, and (3) the replies to a brief questionnaire sent on postal cards to towns of 2,500 to 4,000 population and to those cities and villages of 4,000 and upward from which no reports were received in 1910. By these means the figures for the States as a whole and for cities were obtained separately and became the basal data for the study.

Some elements of inaccuracy in the basal data have already been pointed out. There remains to call attention to the fact that some of the towns to which postal-card inquiries were sent did not reply at all. Failing to secure the desired figures with repeated efforts, the bureau sent requests to a number of State offices for the missing links in the data. To these requests most of the States responded promptly, and thus the information still lacking was reduced to 1 or 2 per cent of the totals. For those towns from which no figures could be secured, estimates were made on the basis of reports from other towns of substantially the same population. This procedure of course added an element of inaccuracy, but, since the number of towns estimated was small and the estimates based on population could not have contained a large percentage of error, the total percentage of error which may have crept in thereby must have been small—in all probability less than 1 per cent.

A comparison of the totals given in the accompanying tables with those published in Chapter XXIV of the Annual Report of the United States Commissioner of Education for 1911 entitled "State Common School Systems, 1909-10," will reveal slight differences. These occur for the reason that in a few States the figures for some items in the chapter of the commissioner's report were for the year 1909. Obviously these figures could not be used in this study where a comparison with other statistics for 1910 is so vital. Consequently it was necessary to estimate the needed items on the basis of figures for previous years and of increases shown in the past. These estimates should prove close approximations.

When the basal data were once obtained, there remained only the operation of subtracting the urban figures from those for the State as a whole to obtain the rural. Since the State offices could not report the statistics of rural schools on a uniform classification, and since this bureau could not undertake to get figures from rural communities directly, the course followed was the only one open. The results obtained by this method will contain no greater proportion of error than the basal data.

The items of enrollment, attendance, and length of school term have been treated in substantially the same way as in the statistical chapters of the reports of the United States Commissioner of Education for previous years. The relations which average attendance, aggregate attendance, and length of term bear to each other under the bureau's usual method of treating them have been preserved.

here. That is to say, the aggregate attendance in a school should be the total number of days actually attended by all pupils enrolled, and to determine average attendance the aggregate attendance may be divided by the length of term in days. Likewise, if aggregate attendance and average attendance are known, the average length of term may be obtained by dividing the aggregate by the average.

It will be seen that a reversal of procedure becomes necessary in passing from the single school to a State office, where the whole State is treated as a unit, and to the United States Bureau of Education where a still larger unit is treated. In the case of the single school, length of term and aggregate attendance are the first known quantities and from them average attendance is computed. But in the case of a State office the two items of attendance would be first known and the average length of term would be obtained by division as already indicated. This is repeated here for the reason that not all State offices follow the method of treating attendance and length of term which has long been in use in the Bureau of Education, a method which involves the use of the standard, *one pupil in school one day*, as the unit of attendance and term measurement.

It follows from the foregoing that if errors are apparent in the statistics given here they are less attributable to the method of treatment used than to inaccuracies in the basal data. If the length of school term for any State appears too short, for example, it may be due to an aggregate attendance reported too small. Inaccuracies which may appear in the results presented will be found more in rural than in urban columns. Figures for city systems are more nearly accurate than those for the States as wholes, and as a matter of course the inaccuracies of the State figures remain in the rural after the subtraction of the more nearly accurate urban is made.

It should be added, regarding the effect of the use of the Census Office line of differentiation upon the urban and rural school statistics of the New England States, that in those States the population of the "town" and not of the "village," or compact municipality, is used in determining the classification. All towns of 2,500 population or over are classified as urban and in consequence the population of relatively more-rural territory than in other parts of the country is included with the urban. This operates to increase the proportion of enrollment, attendance, etc., in the cities of that section and to render statistics of either urban or rural communities there less valid for purposes of comparison with those of other sections of the country. But inasmuch as the Census Office has found it impracticable to do otherwise than classify the population of the New England States upon the basis of the town as a unit, it has been thought inadvisable in this study to depart from the Census Office standard.

TABLE 1.—POPULATION.

(See page 20.)

Table 1 is a reproduction of statistics of population published by the Census Office for 1910.¹ As has already been indicated, all cities and towns of 2,500 inhabitants or more are classified as urban and other territory as rural. According to this classification, 46.3 per cent of the people of the United States in 1910 were in urban communities, and 53.7 per cent were in rural. Considered by geographical divisions, the percentages of urban population range from 20.6 per cent in the South Central States to 74.1 in the North Atlantic Division. Massachusetts and Rhode Island each has less than 10 per cent of rural population, but, for reasons previously explained, this is less than the actual rural population; North Carolina, South Carolina, Mississippi, Arkansas, New Mexico, North Dakota, and South Dakota each have more than 85 per cent.

In the several tables it will be seen that a lack of agreement exists between percentages for total population and the corresponding school figures. Attention will be directed to these points of disagreement and some reasons for their existence offered as the examination of the data proceeds, but a few general suggestions may be made. First and perhaps most important of these is the fact that the ratio of total population to school population, i. e., of children 5 to 18 years of age, is not constant throughout the country. According to the best figures obtainable for 1910, the number of children 5 to 18 years of age constituted a percentage of the total population varying from 21.2 per cent in Wyoming to 34.5 per cent in South Carolina. The ratios of school population to the total population, as estimated for the several States in 1910 and expressed in percentages, are as follows:

Alabama, 32.0.	Maine, 23.2.	Ohio, 22.6.
Arizona, 24.1.	Maryland, 27.8.	Oklahoma, 31.3.
Arkansas, 33.9.	Massachusetts, 21.6.	Oregon, 25.0.
California, 22.7.	Michigan, 27.0.	Pennsylvania, 24.7.
Colorado, 24.1.	Minnesota, 29.4.	Rhode Island, 22.2.
Connecticut, 23.0.	Mississippi, 33.9.	South Carolina, 34.5.
Delaware, 26.5.	Missouri, 29.6.	South Dakota, 29.0.
Florida, 25.2.	Montana, 22.3.	Tennessee, 32.0.
Georgia, 31.8.	Nebraska, 30.2.	Texas, 33.2.
Idaho, 28.0.	Nevada, 21.3.	Utah, 32.6.
Illinois, 25.0.	New Hampshire, 21.6.	Vermont, 22.0.
Indiana, 25.5.	New Jersey, 24.6.	Virginia, 31.6.
Iowa, 28.6.	New Mexico, 26.2.	Washington, 22.7.
Kansas, 29.7.	New York, 22.7.	West Virginia, 29.1.
Kentucky, 30.9.	North Carolina, 31.3.	Wisconsin, 29.7.
Louisiana, 32.5.	North Dakota, 29.1.	Wyoming, 21.2.

¹ The Bureau of Education has sought to secure from the Census Office the statistics of population by ages, but at the time this is written the tabulation of the desired figures has not been completed. From statistics of population by ages can be obtained the number of children 5 to 18 years of age in the several States. If this number, which is considered the school population, were available for use and could be divided into urban and rural, as in the case of total population, a fruitful source of comparison would be available.

When such variations of total population from school population exist, obviously percentages of total population will vary from those of enrollment and attendance items.

Another reason for the differences between percentages of total population and school figures is that there are relatively more children in the country than in the cities. This is shown by a comparison of figures for urban and rural population with those for school population. Such a comparison reveals the fact that the States which have the largest percentages of rural population are among those in which school population constitutes a larger percentage of the total population.

A third reason for the differences pointed out is the variation in general educational spirit and the enforcement of compulsory education laws. The effects of the foregoing causes become more apparent as the several tables are subjected to closer scrutiny.

TABLE 2.—SCHOOL ENROLLMENT.

(See page 22.)

Statistics of enrollment in the common schools, both elementary and secondary, are presented in this table. It will be seen that for the United States as a whole the urban enrollment is 37.7 per cent of the total and the rural 62.3 per cent. The ratio of the urban to the rural is practically three-fifths. The corresponding ratio of urban total population to rural is about seventeen-twentieths. These variations of enrollment from total population are attributable to at least four causes: (1) There are relatively more children in the country than in the cities, as has been already shown in another connection; (2) there are more duplicate enrollments reported from rural districts than from cities; (3) there is in the city more temptation to leave school at the close of the compulsory attendance period; (4) there is a larger proportion of the school population in cities than in rural communities who attend private and parochial schools.

That there is more temptation to leave school earlier in life in the city than in the country can hardly be questioned. If the country boy wishes to leave school at 14, when the compulsory school law usually relinquishes control of his education, there is small opportunity for him to do otherwise than go to work on his father's farm. He is yet too young to be permitted to go away to a city and begin a career there; consequently he goes to school. City boys, on the other hand, finding the opportunity to earn money at their doors, show more disposition to rush out of school as soon as the hand of compulsion is lifted. The relatively less need for the earnings of children in the country and the long winter months during which rural children are necessarily idle a great part of the time will also occur as causes operating to keep the names of these children on the

school register. The net effect of these conditions is that youth go to school to a later age in rural communities than in cities, and the relative percentage of rural enrollment is thereby increased.

That private and parochial schools draw a larger proportion of the school population in cities than in the country is shown by the statistics published by this bureau. In 1910 the total enrollment in private schools reported by the several State offices was 1,558,437. For the same year the private school enrollment in cities of 4,000 population and over was reported to be 1,254,829, or 80.5 per cent of the total for the States. In the 10 largest cities alone the enrollment in private schools was 487,448, a number larger than the combined private enrollment of any 10 States other than those in which these cities are located. From these figures it appears that an overwhelmingly larger percentage of the children of school age are in private schools in cities than are in schools of the same type in rural districts. This of course tends to reduce the percentage which the urban public school enrollment makes of the total State enrollment, and conversely to increase the relative rural enrollment.

TABLE 3.—AVERAGE DAILY ATTENDANCE.

(See page 24.)

Average daily attendance is shown for the United States as a whole and for urban and rural communities separately in Table 3. For convenience in comparing, the totals of enrollment and average attendance are shown together below in tabular form:

	Total.	Urban.	Rural.	Percent.	
				Urban.	Rural.
Enrollment.....	17,814,452	6,713,899	11,100,553	37.7	62.3
Average attendance.....	12,834,307	5,324,749	7,509,558	41.5	58.5

Here again is variation. The percentage of average attendance in cities is seen to be nearly four units larger than for enrollment, while in country districts the percentage of attendance falls proportionately below that for enrollment. These differences were to be expected, for when taken with the statistics of total population they show that relatively more children are enrolled in rural communities than in cities, but that when once enrolled city children attend more regularly.

Several causes operate to secure better attendance in cities. First is their more rigid enforcement of compulsory education laws. By this it is not meant that rural attendance officers are less diligent in apprehending truants who are not enrolled at all, although this may be the case, but rather that children inclined to be delinquent in

attendance may stay out of school for longer periods in the country than in cities. Another cause of better attendance in urban schools is the effects of bad weather in rural communities. As is well known, floods and snowstorms are much more hurtful to attendance in the country than in cities. Because of better thoroughfares, shorter distances to travel, superior means of drying wet garments after reaching school, and other more favorable conditions, city children have a decided advantage over their country fellows in the matter of regularity. A third reason for the better showing of city attendance is that the schools themselves enforce stricter rules against absence. In many country districts such rules as are in force in cities are not and indeed can not be enforced so rigidly. In consequence, average attendance of rural children suffers in comparison with urban.

TABLE 4.—AGGREGATE ATTENDANCE.

(See page 26.)

Aggregate attendance, or the total number of days attended by all pupils in school, is shown in Table 4. In view of what has been said in preceding paragraphs, little in the nature of comment need be added here. Attention may be called, however, to two facts. The first of these is that the percentage of aggregate attendance in urban schools is greater by 7.2 than the corresponding percentage for average attendance, and that the rural aggregate attendance decreases proportionately. The explanation is obvious. The average length of term is more than two months greater in cities than in the country schools. The second fact to be noted is that the percentages presented bear a certain relation which obtains through practically all the States as well as through the grand totals, namely, that beginning with enrollment in urban schools the percentages increase as we pass to average attendance and on to aggregate attendance, and for rural schools a corresponding decrease is seen as we pass from enrollment to the aggregate. The following will show the relation meant:

	Enrollment.	Attendance.	
		Average.	Aggregate.
Urban.....	37.7	41.5	48.7
Rural.....	62.3	58.5	51.3
Total.....	100.0	100.0	100.0

This arrangement shows only what has already been stated, viz, that relatively more rural children are enrolled in school, that when once enrolled urban children attend more regularly, and that the length of term is longer in cities than in the country districts.

TABLE 5.—LENGTH OF SCHOOL TERM.

(See page 28.)

The average length of school term, which is shown in Table 5, presents a number of interesting facts. For all the schools of the State, Rhode Island reports the longest average term and New Mexico the shortest; for urban schools, Rhode Island has the longest and Florida the shortest; for rural, again Rhode Island comes first and New Mexico last. The average urban term for the country as a whole was 27.3 days longer than the term for the urban and rural combined, and 46.4 days longer than the average number of days the rural schools were kept. Considered by geographical divisions, the longest urban term was in the North Atlantic States, the shortest was in the South Central. Similarly, rural schools were kept longest in the North Atlantic Division and for the shortest term in the South Central Division. The States showing the least difference between urban and rural terms are Rhode Island and Connecticut, in both of which the excess of urban over rural is only 3.8 days. South Carolina shows the greatest difference of all the States, the city schools there being in session 88.5 days longer than are those in the country districts. Other States showing large differences in this respect are Arkansas, 76 days; New Mexico, 73.1; Kentucky, 71.2; Alabama, 69.8; Arizona, 69.6; North Carolina, 68.5; Florida, 59.1.

The small variation in length of term in Rhode Island and Connecticut may be explained by the fact that there are comparatively few rural schools in these two States, and furthermore, that such as do exist are conducted for the most part as divisions of town systems, in which the term is practically as long as in the cities. The causes of such wide differences in South Carolina and the other States mentioned with it are less apparent. A probable cause is that in most of these States the rural districts either do not have adequate powers of local taxation or having them lack the interest to avail themselves of their benefits. Alabama is clearly an example of the first condition, for in that State there is no local taxation except a county tax of 1 mill. Under constitutional limitation the local school district is powerless to tax property within its limits for school purposes. As a result, the cities resort to the expedient of supplementing the State fund with appropriations from the general municipal treasury and thus conduct their schools for an average term of 178 days, as Table 5 shows, while the rural districts, having recourse to no such source of support, are compelled to close their schools when the State fund is exhausted or to support the continued term with tuition fees.

It may appear to some that these figures show the average rural school term for the country as a whole and for some of the States to

be longer than it is in fact. Taking all the evidence into consideration, this is probably true, if only communities in which actual rural conditions prevail are considered, but it should be remembered that all towns and villages of less than 2,500 population are included with the rural in this study. The inclusion of these no doubt appreciably affects the statistical length of the rural school term, for in most small towns the schools are kept almost if not quite as long as in cities. Iowa may be taken as an example of a State thus affected. In that State there are 114 towns and villages which have 1,000 to 2,500 population. As the schools in these smaller towns are kept practically as long as those in cities, it follows that their inclusion with rural schools has appreciably affected the reported length of term in rural districts.

TABLE 6. —TEACHERS' SALARIES.

(See page 30.)

Table 6 shows the total amounts paid for teachers' salaries in the States and the amounts paid urban and rural teachers separately. No attempt is made to present sums paid for other purposes, for the reason that many inaccuracies have been discovered in these items as they were reported to this bureau. It is thought, however, that the item for salaries is reported with a minimum of error. For comparison, the percentages for urban and rural of the total amount paid in the United States are presented in juxtaposition with the corresponding percentages of population:

	Per cent.		Total.
	Urban.	Rural.	
Population.....	46.3	53.7	100
Teachers' salaries.....	54.5	45.5	100

From this arrangement, it will be seen that, while only 46.3 per cent of the people in the United States live in cities, 54.5 per cent of the amount paid teachers is paid in cities. The reasons for this variation in favor of urban communities are too obvious to require comment.

DIAGRAMS.

Opposite each of the tables presented in this study appears a diagram in which the percentages of the table, except those for the District of Columbia, are presented in order of size. These diagrams show the rank of the several States in the particular items to which the diagrams correspond. It is not meant to convey any idea of excellence or superiority, but rather to present in graphic form the

percentages of the corresponding tables. The percentages used are for rural schools.

In concluding this discussion, the different items treated are brought together, and their relations presented in graphic form. Fortunately, all items except that of length of school term lend themselves readily to such a presentation. In Diagram A the black bars represent urban figures and the white the corresponding rural figures. The relations shown are for the United States as a whole.

DIAGRAM A.--Summation of the study.

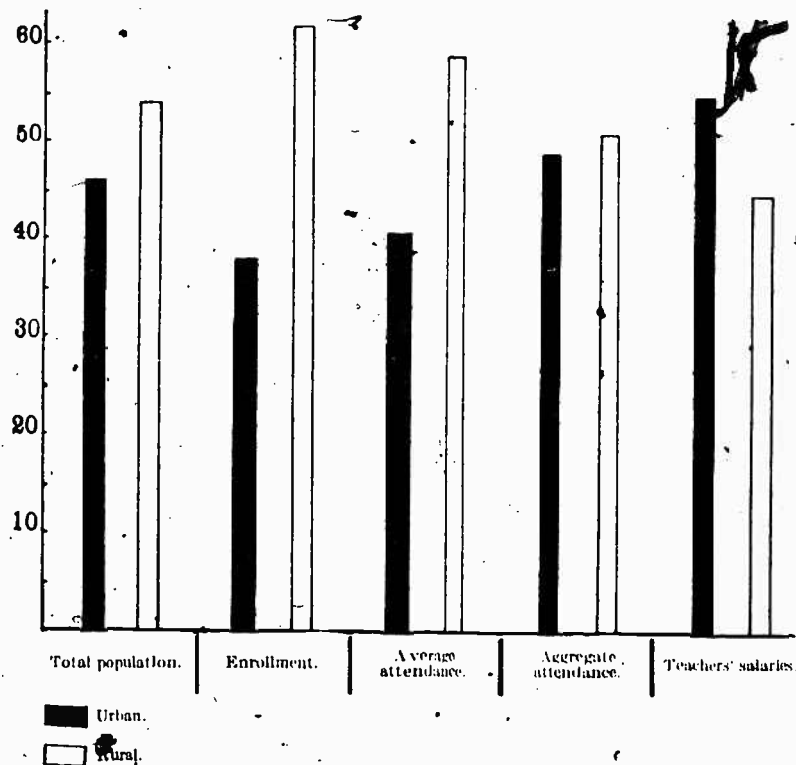


TABLE 1.—Population¹ of the United States, classified as urban and rural, 1910.

States.	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States.....	91,972,206	42,623,383	49,348,823	46.3	53.7
North Atlantic Division.....	25,868,573	19,178,718	6,689,855	74.1	25.9
South Atlantic Division.....	12,194,895	3,092,153	9,102,742	25.4	74.6
South Central Division.....	17,194,435	3,531,685	13,662,750	20.6	79.4
North Central Division.....	29,888,542	13,490,987	16,397,555	45.1	54.9
Western Division.....	6,825,821	3,320,840	3,495,981	48.8	51.2
North Atlantic Division:					
Maine.....	742,376	381,443	360,933	51.4	48.6
New Hampshire.....	430,572	255,099	175,473	59.2	40.8
Vermont.....	355,956	168,943	187,013	47.5	52.5
Massachusetts.....	3,366,416	3,125,367	241,049	92.8	7.2
Rhode Island.....	542,610	524,654	17,956	96.7	3.3
Connecticut.....	1,114,756	999,839	114,917	89.7	10.3
New York.....	9,113,514	7,185,494	1,928,120	78.8	21.2
New Jersey.....	2,537,167	1,907,210	629,957	75.2	24.8
Pennsylvania.....	7,665,111	4,630,669	3,034,442	60.4	39.6
South Atlantic Division:					
Delaware.....	202,322	97,085	105,237	48.0	52.0
Maryland.....	1,295,346	658,192	637,154	50.8	49.2
District of Columbia.....	311,069	311,069	0	100.0	0.0
Virginia.....	2,061,612	476,529	1,585,083	23.1	76.9
West Virginia.....	1,221,119	228,242	992,877	18.7	81.3
North Carolina.....	2,206,247	318,474	1,887,773	14.4	85.6
South Carolina.....	1,515,400	224,832	1,290,568	14.8	85.2
Georgia.....	2,660,121	538,650	2,121,471	20.6	79.4
Florida.....	752,619	219,080	533,539	29.1	70.9
South Central Division:					
Kentucky.....	2,289,805	555,442	1,734,363	24.3	75.7
Tennessee.....	2,184,789	441,045	1,743,744	20.2	79.8
Alabama.....	2,138,093	370,431	1,767,662	17.3	82.7
Mississippi.....	1,797,114	207,311	1,589,803	11.5	88.5
Louisiana.....	1,656,348	490,516	1,165,832	30.0	70.0
Texas.....	3,890,542	638,104	3,252,438	16.4	83.6
Arkansas.....	1,574,449	202,681	1,371,768	12.9	87.1
Oklahoma.....	1,057,155	320,155	737,000	30.3	69.7
North Central Division:					
Ohio.....	4,707,121	2,665,143	2,041,978	56.6	43.4
Indiana.....	2,700,876	1,143,805	1,557,071	42.4	57.6
Illinois.....	5,638,591	3,470,929	2,167,662	61.7	38.3
Michigan.....	2,810,173	1,327,044	1,483,129	47.2	52.8
Wisconsin.....	2,333,860	1,004,320	1,329,540	43.0	57.0
Minnesota.....	2,075,708	850,294	1,225,414	41.0	59.0
Iowa.....	2,224,771	690,054	1,534,717	30.6	69.4
Missouri.....	3,293,335	1,398,817	1,894,518	42.5	57.5
North Dakota.....	577,050	63,230	513,820	11.0	89.0
South Dakota.....	583,888	76,673	507,215	13.1	86.9
Nebraska.....	1,192,214	310,852	881,362	26.1	73.9
Kansas.....	1,690,940	434,700	1,256,240	25.7	74.3
Western Division:					
Montana.....	370,053	133,420	236,633	36.1	63.9
Wyoming.....	145,965	43,221	102,744	29.6	70.4
Colorado.....	790,024	404,440	385,584	51.2	48.8
New Mexico.....	327,301	46,571	280,730	14.2	85.8
Arizona.....	204,354	63,200	141,154	30.9	69.1
Utah.....	373,351	172,504	200,847	46.3	53.7
Nevada.....	81,875	13,307	68,568	16.3	83.7
Idaho.....	325,694	69,898	255,796	21.5	78.5
Washington.....	1,141,990	605,530	536,460	53.0	47.0
Oregon.....	672,705	307,080	365,625	45.6	54.4
California.....	2,377,549	1,466,739	910,810	61.8	38.2

¹ Statistics of the Bureau of the Census.

DIAGRAM B.—Ratio of rural population to total population.

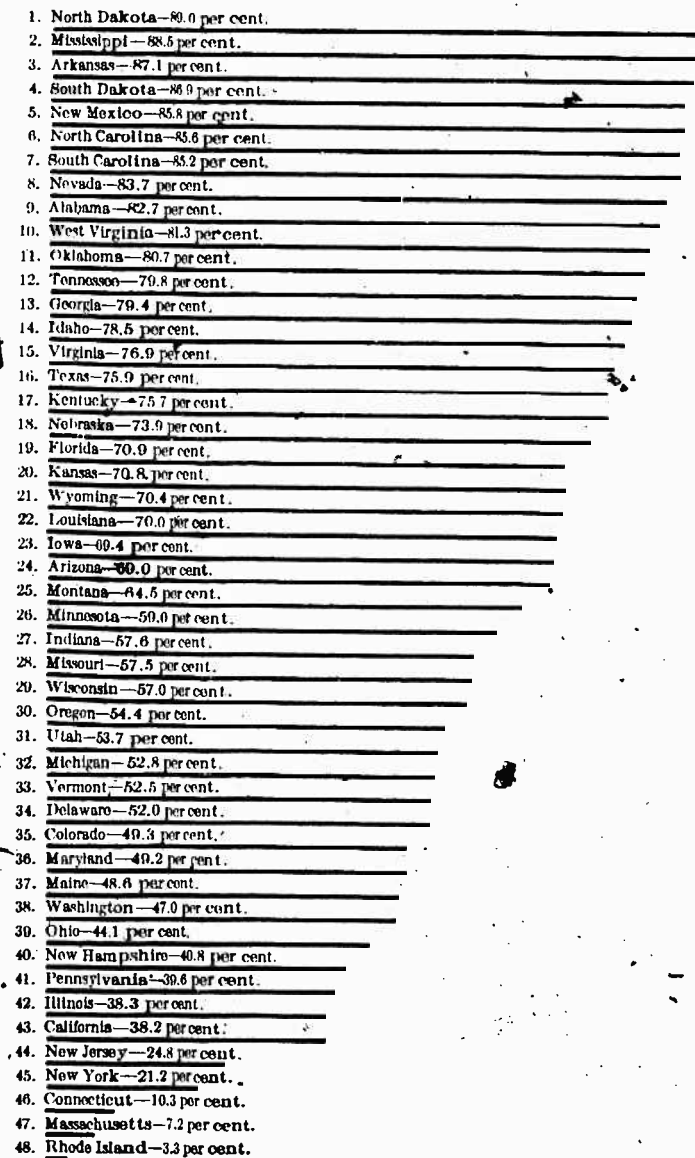


TABLE 2.—Public-school enrollment, classified as urban and rural, 1909-10.

States.	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States.....	17,814,452	6,713,699	11,100,563	37.7	62.3
North Atlantic Division.....	4,216,879	2,336,614	1,280,265	69.6	30.4
South Atlantic Division.....	2,573,386	494,244	2,079,142	19.2	80.8
South Central Division.....	3,813,989	579,979	3,234,010	15.2	84.8
North Central Division.....	5,962,589	2,161,036	3,821,553	36.1	63.9
Western Division.....	1,227,609	642,026	685,583	44.2	55.8
North Atlantic Division:					
Maine.....	144,278	62,210	82,068	43.0	57.0
New Hampshire.....	63,972	33,900	30,072	53.0	47.0
Vermont.....	66,615	23,499	43,116	35.3	64.7
Massachusetts.....	535,869	492,850	43,019	92.0	8.0
Rhode Island.....	80,061	76,453	3,608	95.4	4.6
Connecticut.....	190,353	175,274	15,079	92.1	7.9
New York.....	1,422,969	1,117,146	305,823	78.5	21.5
New Jersey.....	429,797	290,564	139,233	67.6	32.4
Pennsylvania.....	1,262,965	664,688	618,277	52.0	48.0
South Atlantic Division:					
Delaware.....	35,950	13,331	22,619	37.1	62.9
Maryland.....	238,393	88,425	149,968	37.0	63.0
District of Columbia.....	55,774	55,774		100.0	
Virginia.....	402,109	73,100	329,009	18.2	81.8
West Virginia.....	276,458	41,420	235,038	15.0	85.0
North Carolina.....	520,404	59,486	460,918	11.3	88.7
South Carolina.....	340,415	40,867	299,548	12.0	88.0
Georgia.....	555,794	84,798	470,996	15.0	85.0
Florida.....	148,089	37,043	111,046	25.0	75.0
South Central Division:					
Kentucky.....	494,863	80,536	414,327	16.3	83.7
Tennessee.....	521,753	72,286	449,467	13.9	86.1
Alabama.....	424,611	48,323	376,288	11.4	88.6
Mississippi.....	409,137	33,909	375,228	7.2	92.8
Louisiana.....	263,617	56,648	206,969	22.6	77.4
Texas.....	821,631	171,566	650,065	20.9	79.1
Arkansas.....	395,978	39,231	356,747	9.9	90.1
Oklahoma.....	422,399	74,490	347,919	17.7	82.3
North Central Division:					
Ohio.....	838,090	402,956	435,134	48.1	51.9
Indiana.....	631,459	192,012	439,447	30.1	69.9
Illinois.....	1,012,887	530,167	472,590	53.0	47.0
Michigan.....	541,501	222,566	318,935	41.1	58.9
Wisconsin.....	464,311	155,354	308,957	33.5	66.5
Minnesota.....	440,083	136,205	303,878	31.0	69.0
Iowa.....	510,661	177,225	333,436	34.9	65.1
Missouri.....	707,031	216,609	490,422	30.7	69.3
North Dakota.....	139,802	11,471	128,331	8.2	91.8
South Dakota.....	126,253	13,801	112,452	11.0	89.0
Nebraska.....	281,975	55,602	226,373	19.7	80.3
Kansas.....	298,746	97,128	201,618	24.4	75.6
Western Division:					
Montana.....	66,741	24,350	41,782	36.8	63.2
Wyoming.....	24,584	7,014	17,570	28.5	71.5
Colorado.....	168,798	83,099	85,699	49.2	50.8
New Mexico.....	56,304	7,366	48,938	13.1	86.9
Arizona.....	31,312	13,064	18,258	42.0	58.0
Utah.....	91,611	41,238	50,373	45.0	55.0
Nevada.....	110,200	3,609	106,591	3.4	96.6
Idaho.....	76,168	15,521	60,647	20.4	79.6
Washington.....	215,686	84,525	131,163	39.2	60.8
Oregon.....	118,412	45,984	72,428	38.5	61.5
California.....	368,391	216,257	152,134	58.7	41.3

Estimate.

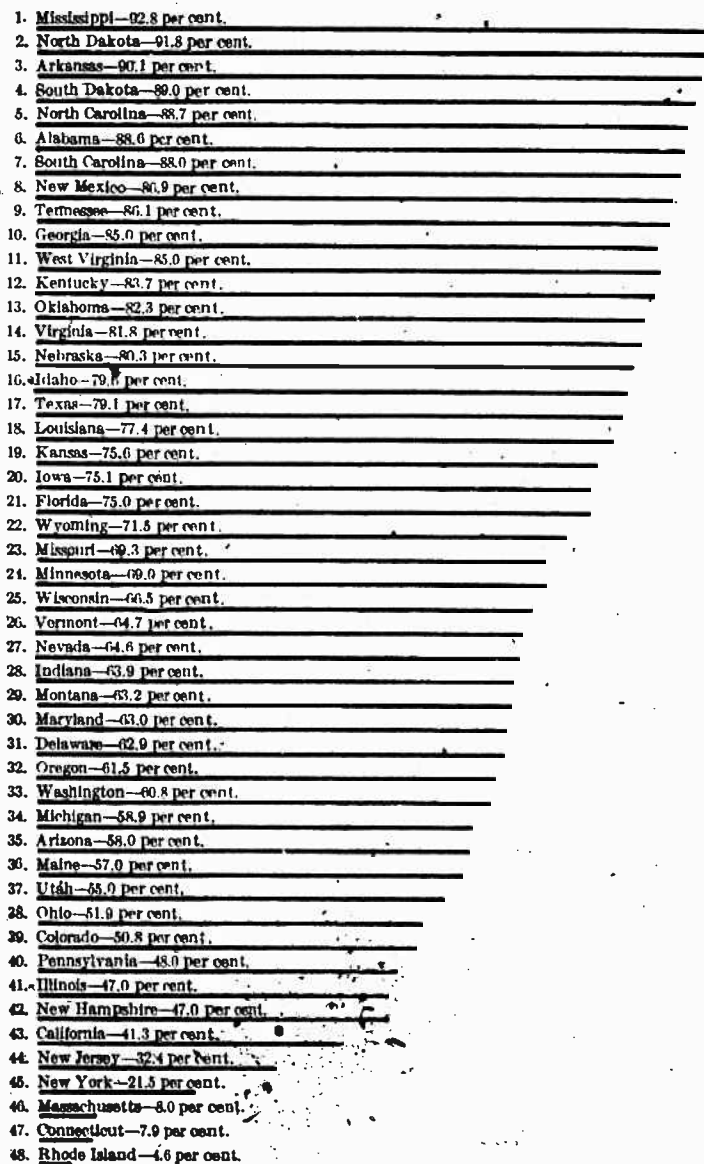
DIAGRAM C.—*Ratio of rural enrollment to total enrollment.*

TABLE 3.--Average daily attendance, classified as urban and rural, 1909-10.

States.	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States.....	12,834,307	5,324,749	7,509,558	41.5	58.5
North Atlantic Division.....	3,315,279	2,369,321	945,958	71.5	28.5
South Atlantic Division.....	1,887,665	367,933	1,519,732	21.6	78.2
South Central Division.....	2,468,257	429,287	2,038,970	17.4	82.6
North Central Division.....	4,465,915	1,737,767	2,728,148	38.9	61.1
Western Division.....	897,191	420,441	476,750	46.9	53.1
North Atlantic Division:					
Maine.....	106,955	50,086	56,869	46.9	53.1
New Hampshire.....	50,101	27,515	22,586	54.9	45.1
Vermont.....	52,104	17,841	34,263	34.2	65.8
Massachusetts.....	444,090	407,095	36,995	91.7	8.3
Rhode Island.....	61,487	58,485	3,002	95.1	4.9
Connecticut.....	132,190	138,867	13,323	91.3	8.7
New York.....	1,122,649	882,728	239,921	78.6	21.4
New Jersey.....	324,239	241,631	82,608	74.6	25.4
Pennsylvania.....	1,001,464	545,051	456,413	51.4	48.6
South Atlantic Division:					
Delaware.....	22,559	10,424	12,135	46.2	53.8
Maryland.....	145,782	67,182	78,600	46.1	53.9
District of Columbia.....	44,627	44,627		100.0	
Virginia.....	259,394	53,963	205,431	20.8	79.2
West Virginia.....	189,900	30,576	159,324	16.1	83.9
North Carolina.....	331,335	41,807	289,528	12.6	87.4
South Carolina.....	243,901	29,795	214,106	12.2	87.8
Georgia.....	346,295	63,073	283,222	18.2	81.8
Florida.....	103,892	26,466	77,426	25.5	74.5
South Central Division:					
Kentucky.....	315,196	63,519	251,677	20.1	79.9
Tennessee.....	363,953	57,307	306,646	15.8	84.2
Alabama.....	266,580	34,482	232,097	12.9	87.1
Mississippi.....	261,384	24,471	236,913	9.3	90.7
Louisiana.....	182,659	45,420	137,239	25.1	74.9
Texas.....	544,691	120,397	424,294	22.1	77.9
Arkansas.....	255,136	29,717	225,418	11.6	88.4
Oklahoma.....	278,650	53,514	225,136	19.3	80.7
North Central Division:					
Ohio.....	648,544	325,010	323,534	50.1	49.9
Indiana.....	420,780	152,819	267,961	36.3	63.7
Illinois.....	779,040	425,977	353,063	54.7	45.3
Michigan.....	443,458	183,832	259,626	41.5	58.5
Wisconsin.....	320,439	128,390	192,049	40.1	59.9
Minnesota.....	348,500	112,618	235,882	32.3	67.7
Iowa.....	360,178	102,698	257,480	28.5	71.5
Missouri.....	490,390	165,328	325,062	33.7	66.3
North Dakota.....	90,149	9,378	80,771	10.4	89.6
South Dakota.....	80,632	11,451	69,181	14.3	85.7
Nebraska.....	193,076	47,783	145,293	24.7	75.3
Kansas.....	201,329	75,493	125,836	37.5	62.5
Western Division:					
Montana.....	41,314	19,080	22,234	46.2	53.8
Wyoming.....	16,730	5,906	10,825	35.3	64.7
Colorado.....	107,520	61,003	46,517	57.3	42.7
New Mexico.....	37,389	5,085	32,304	13.6	86.4
Arizona.....	20,094	8,950	11,144	44.6	55.4
Utah.....	69,246	33,743	35,503	48.7	51.3
Nevada.....	7,400	2,633	4,767	35.6	64.4
Idaho.....	51,137	11,278	39,859	22.1	77.9
Washington.....	156,064	64,931	91,133	41.6	58.4
Oregon.....	103,553	37,914	65,639	36.6	63.4
California.....	286,744	168,421	118,323	58.8	41.2

* Average attendance in high schools estimated.

* Estimate.

DIAGRAM D.—Ratio of rural average attendance to total average attendance.

1. Mississippi—90.7 per cent.
2. North Dakota—89.6 per cent.
3. Arkansas—88.4 per cent.
4. South Carolina—87.8 per cent.
5. North Carolina—87.4 per cent.
6. Alabama—87.1 per cent.
7. New Mexico—86.4 per cent.
8. South Dakota—85.7 per cent.
9. Tennessee—84.2 per cent.
10. West Virginia—83.9 per cent.
11. Georgia—81.8 per cent.
12. Oklahoma—80.7 per cent.
13. Kentucky—79.9 per cent.
14. Virginia—79.2 per cent.
15. Idaho—77.9 per cent.
16. Texas—77.9 per cent.
17. Nebraska—76.8 per cent.
18. Louisiana—74.9 per cent.
19. Florida—74.5 per cent.
20. Kansas—74.1 per cent.
21. Iowa—71.5 per cent.
22. Minnesota—67.7 per cent.
23. Missouri—66.3 per cent.
24. Vermont—65.8 per cent.
25. Wyoming—64.7 per cent.
26. Nevada—64.4 per cent.
27. Indiana—63.7 per cent.
28. Oregon—63.4 per cent.
29. Wisconsin—59.9 per cent.
30. Michigan—58.5 per cent.
31. Washington—58.4 per cent.
32. Arizona—55.4 per cent.
33. Maryland—53.9 per cent.
34. Delaware—53.8 per cent.
35. Montana—53.8 per cent.
36. Maine—53.1 per cent.
37. Utah—51.3 per cent.
38. Ohio—49.9 per cent.
39. Pennsylvania—45.6 per cent.
40. Illinois—45.3 per cent.
41. New Hampshire—45.1 per cent.
42. Colorado—42.7 per cent.
43. California—41.4 per cent.
44. New Jersey—25.5 per cent.
45. New York—21.4 per cent.
46. Connecticut—8.7 per cent.
47. Massachusetts—8.3 per cent.
48. Rhode Island—4.9 per cent.

TABLE 4.—Aggregate number of days' attendance, classified as urban and rural, 1909-10.

States.	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States.....	2,016,290,656	981,964,048	1,034,316,608	48.7	51.3
North Atlantic Division.....	596,631,782	445,962,568	150,669,214	74.7	25.3
South Atlantic Division.....	223,466,140	65,710,759	157,755,381	29.4	70.6
South Central Division.....	314,479,853	74,637,616	239,842,237	23.7	76.3
North Central Division.....	736,627,163	320,008,929	416,618,234	43.5	56.5
Western Division.....	145,075,718	75,944,176	69,131,542	52.4	47.6
North Atlantic Division:					
Maine.....	16,984,918	8,883,524	8,101,394	52.3	47.7
New Hampshire.....	8,216,564	4,941,678	3,274,886	59.9	40.1
Vermont.....	8,336,708	3,294,137	5,042,571	39.5	60.5
Massachusetts.....	82,600,740	76,658,213	5,942,527	92.1	7.9
Rhode Island.....	11,915,340	11,344,360	5,700,980	94.9	5.1
Connecticut.....	28,109,493	25,695,386	2,414,107	91.4	8.6
New York.....	210,559,101	167,691,169	42,867,932	79.6	20.4
New Jersey.....	59,660,041	45,081,117	14,578,924	75.5	24.5
Pennsylvania.....	170,245,880	102,173,004	68,072,876	60.1	39.9
South Atlantic Division:					
Delaware.....	3,891,504	2,003,356	1,888,148	51.5	48.5
Maryland.....	26,965,790	12,831,203	14,134,587	47.6	52.4
District of Columbia.....	8,085,888	8,085,888		100.0	
Virginia.....	36,315,180	9,599,277	26,715,903	26.5	73.5
West Virginia.....	25,446,600	5,375,096	20,071,502	21.2	78.8
North Carolina.....	33,763,036	6,756,168	27,006,868	20.0	80.0
South Carolina.....	25,622,482	5,451,782	20,170,700	21.3	78.7
Georgia.....	51,413,594	11,390,003	40,023,591	22.2	77.8
Florida.....	11,962,086	4,217,984	7,744,102	35.3	64.7
South Central Division:					
Kentucky.....	39,399,500	11,553,897	27,845,603	29.3	70.7
Tennessee.....	47,313,890	9,900,963	37,412,927	21.0	79.0
Alabama.....	31,273,831	6,152,307	25,121,524	19.7	80.3
Mississippi.....	135,165,018	4,167,464	30,997,554	11.9	88.1
Louisiana.....	24,778,489	7,800,175	16,978,314	31.5	68.5
Texas.....	71,354,468	20,756,609	50,597,859	29.1	70.9
Arkansas.....	27,171,877	5,155,980	22,015,897	19.0	81.0
Oklahoma.....	138,032,780	9,148,221	28,884,559	24.1	75.9
North Central Division:					
Ohio.....	110,252,480	60,046,865	50,205,615	54.5	45.5
Indiana.....	61,854,660	26,998,188	34,856,472	43.6	56.4
Illinois.....	133,683,336	79,074,299	54,609,037	59.1	40.9
Michigan.....	75,831,318	33,853,105	41,978,213	44.6	55.4
Wisconsin.....	57,679,070	24,439,738	33,239,332	42.4	57.6
Minnesota.....	61,885,786	20,609,434	41,276,352	33.3	66.7
Iowa.....	61,950,616	18,623,436	43,327,180	30.1	69.9
Missouri.....	76,001,416	31,334,932	44,666,484	41.2	58.8
North Dakota.....	13,285,029	1,713,941	11,571,087	13.0	87.0
South Dakota.....	13,281,548	2,037,025	11,244,523	15.4	84.6
Nebraska.....	13,289,613	8,078,048	5,211,565	24.3	75.7
Kansas.....	47,632,292	13,136,918	34,495,374	27.6	72.4
Western Division:					
Montana.....	16,527,612	3,461,626	3,065,986	53.0	47.0
Wyoming.....	2,444,097	1,024,887	1,419,210	41.9	58.1
Colorado.....	16,773,120	11,456,364	5,316,756	68.3	31.7
New Mexico.....	3,738,900	829,494	2,909,406	22.2	77.8
Arizona.....	2,723,845	1,561,930	1,161,915	57.3	42.7
Utah.....	1,413,557	5,845,915	5,867,642	51.2	48.8
Nevada.....	1,075,190	446,900	628,290	41.4	58.6
Idaho.....	16,985,739	2,084,080	4,961,679	29.0	71.0
Washington.....	26,875,936	11,932,807	14,943,129	44.4	55.6
Oregon.....	14,290,314	6,506,056	7,784,258	46.0	54.0
California.....	82,187,408	31,154,117	21,033,291	59.7	40.3

* Estimated in part.

DIAGRAM E.—Ratio of rural aggregate attendance to total aggregate attendance.

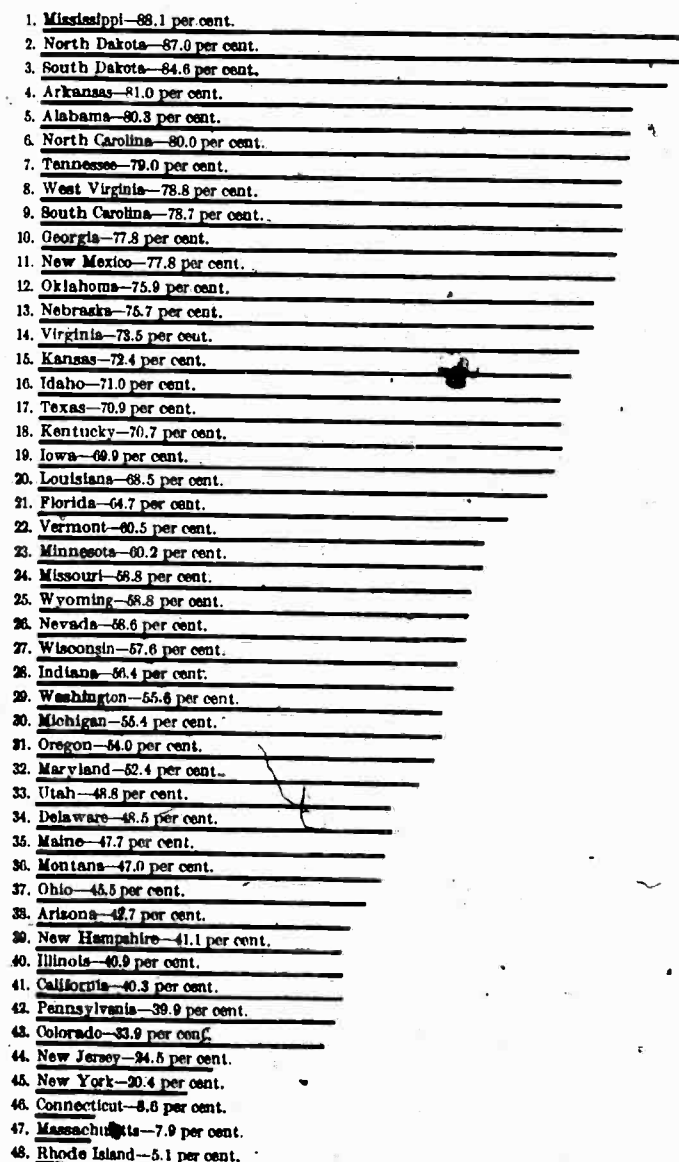


TABLE 5.—Average number of days the schools were kept during the year 1909-10.

States.	Urban and rural combined.	Urban.	Rural.
United States.....	157.0	184.3	137.7
North Atlantic Division.....	179.7	188.5	159.2
South Atlantic Division.....	132.4	178.7	119.7
South Central Division.....	125.7	174.0	117.6
North Central Division.....	164.7	184.1	152.7
Western Division.....	161.8	180.7	145.0
North Atlantic Division:			
Maine.....	159.0	177.4	142.5
New Hampshire.....	164.0	170.0	149.7
Vermont.....	160.2	185.0	147.0
Massachusetts.....	186.0	188.5	160.7
Rhode Island.....	193.0	194.0	190.2
Connecticut.....	184.7	185.0	181.2
New York.....	187.5	189.9	178.6
New Jersey.....	184.0	186.5	176.7
Pennsylvania.....	170.0	187.6	149.4
South Atlantic Division:			
Delaware.....	172.5	193.0	157.0
Maryland.....	185.0	191.0	179.8
District of Columbia.....	181.2	181.2	
Virginia.....	140.0	177.8	130.5
West Virginia.....	134.0	176.0	127.5
North Carolina.....	101.9	161.8	93.3
South Carolina.....	106.1	183.0	94.5
Georgia.....	144.4	186.6	141.5
Florida.....	115.1	159.2	100.1
South Central Division:			
Kentucky.....	125.0	181.8	110.6
Tennessee.....	130.0	172.5	122.0
Alabama.....	117.3	178.3	108.5
Mississippi.....	135.0	170.5	131.0
Louisiana.....	135.6	170.2	124.1
Texas.....	131.0	173.0	119.2
Arkansas.....	106.5	174.0	98.0
Oklahoma.....	136.0	171.2	128.5
North Central Division:			
Ohio.....	170.0	184.7	155.0
Indiana.....	147.0	177.2	130.3
Illinois.....	171.0	185.8	154.8
Michigan.....	171.0	185.5	161.6
Wisconsin.....	180.0	191.0	173.0
Minnesota.....	149.0	184.0	132.5
Iowa.....	172.0	181.0	168.0
Missouri.....	155.0	180.0	137.7
North Dakota.....	147.3	182.8	143.2
South Dakota.....	165.9	178.0	163.8
Nebraska.....	173.0	180.5	170.5
Kansas.....	163.5	174.1	160.0
Western Division:			
Montana.....	158.0	181.5	138.5
Wyoming.....	140.9	173.5	130.0
Colorado.....	156.0	180.3	123.6
New Mexico.....	100.0	163.2	90.1
Arizona.....	138.5	174.5	105.0
Utah.....	164.8	173.7	157.0
Nevada.....	145.8	170.0	131.8
Idaho.....	137.0	179.5	112.5
Washington.....	172.0	183.8	164.0
Oregon.....	138.0	173.5	114.7
California.....	182.0	186.0	178.0

*From State printed report for 1910.

*Includes tuition term.

DIAGRAM F.—Average length of rural school term.

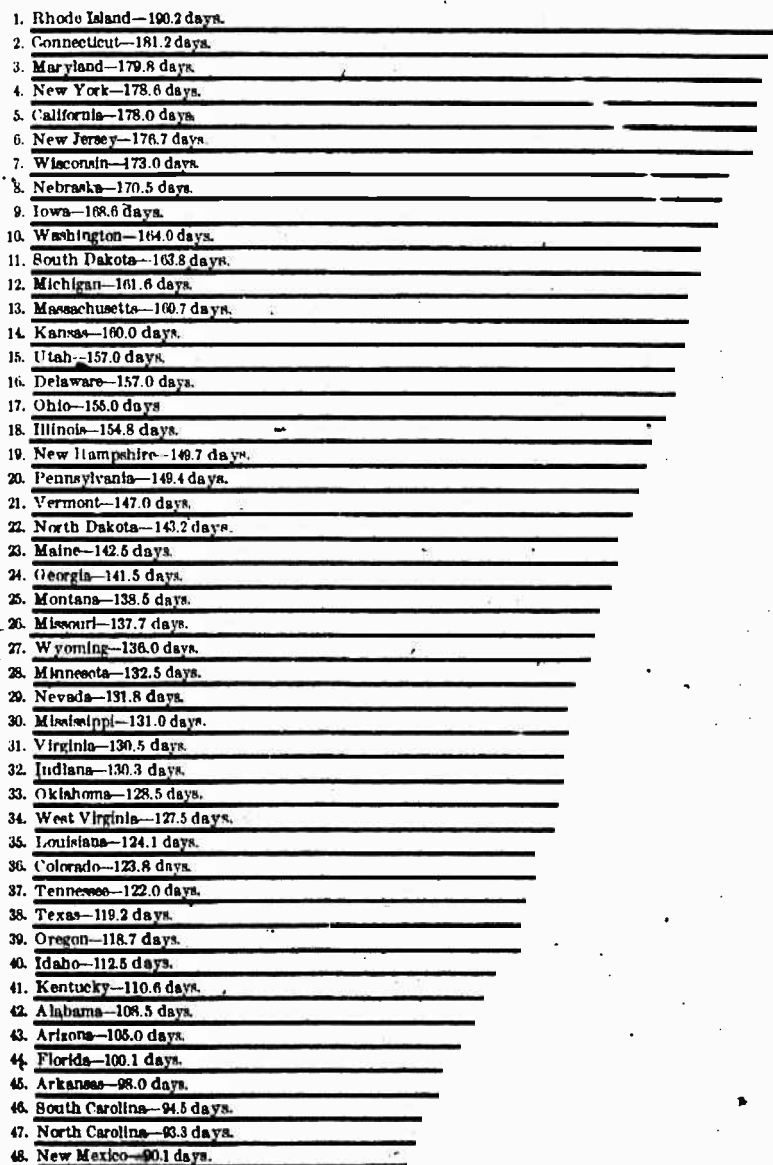


TABLE 6.—Amounts paid for teachers' salaries, 1909-10.

States	Total.	Urban.	Rural.	Per cent urban.	Per cent rural.
United States.....	258,421,843	140,729,057	117,692,786	54.5	45.5
North Atlantic Division.....	85,998,816	65,228,736	20,770,080	75.8	24.2
South Atlantic Division.....	18,930,669	7,210,736	11,719,933	38.0	62.0
South Central Division.....	29,793,949	8,514,286	21,279,663	28.6	71.4
North Central Division.....	96,602,359	45,243,898	51,358,500	46.8	53.2
Western Division.....	27,086,120	14,531,440	12,554,680	53.6	46.4
North Atlantic Division:					
Maine.....	1,821,309	906,816	1,014,493	47.2	52.8
New Hampshire.....	1,052,169	594,123	458,046	56.5	43.5
Vermont.....	928,280	410,828	517,452	44.3	55.7
Massachusetts.....	12,199,259	10,250,391	1,938,868	84.1	15.9
Rhode Island.....	1,504,571	1,416,329	88,242	94.2	5.8
Connecticut.....	3,218,063	3,088,294	119,769	96.3	3.7
New York.....	36,651,566	29,709,980	6,941,576	81.0	19.0
New Jersey.....	8,876,300	6,877,077	1,999,223	77.5	22.5
Pennsylvania.....	19,637,319	11,964,991	7,692,328	60.9	39.1
South Atlantic Division:					
Delaware.....	417,620	208,834	208,786	50.1	49.9
Maryland.....	2,842,418	1,532,744	1,309,674	64.0	36.0
District of Columbia.....	1,576,582	1,576,582		100.0	
Virginia.....	2,911,141	813,561	2,097,580	28.0	72.0
West Virginia.....	2,881,652	668,736	2,212,916	23.2	76.8
North Carolina.....	2,245,974	563,295	1,682,679	25.1	74.9
South Carolina.....	1,487,444	378,576	1,108,868	25.5	74.5
Georgia.....	3,401,300	1,116,216	2,284,984	32.8	67.2
Florida.....	1,166,668	352,172	814,496	30.3	69.7
South Central Division:					
Kentucky.....	3,800,528	1,322,545	2,477,983	34.0	66.0
Tennessee.....	3,007,904	1,030,654	1,977,250	34.3	65.7
Alabama.....	2,887,537	664,843	2,172,694	23.4	76.6
Mississippi.....	2,276,582	432,606	1,843,976	19.0	81.0
Louisiana.....	2,701,603	997,684	1,703,919	37.0	63.0
Texas.....	8,506,457	2,532,817	5,973,640	29.8	70.2
Arkansas.....	2,708,367	485,058	2,223,309	17.9	82.1
Oklahoma.....	3,864,871	1,048,079	2,816,792	27.0	73.0
North Central Division:					
Ohio.....	15,332,221	8,690,481	6,641,740	56.7	43.3
Indiana.....	9,399,658	3,997,965	5,401,693	42.5	57.5
Illinois.....	17,444,346	10,955,906	6,488,440	63.0	37.0
Michigan.....	8,771,806	4,388,238	4,383,568	50.1	49.9
Wisconsin.....	6,719,059	3,404,146	3,314,913	50.7	49.3
Minnesota.....	7,360,244	3,110,460	4,249,784	42.2	57.8
Iowa.....	8,335,917	3,132,254	5,203,663	37.6	62.4
Missouri.....	8,332,832	4,005,847	4,326,985	48.1	51.9
North Dakota.....	2,501,102	302,751	2,198,351	12.1	87.9
South Dakota.....	2,059,797	308,012	1,751,785	14.9	85.1
Nebraska.....	4,562,945	1,229,129	3,334,816	28.9	71.1
Kansas.....	5,773,342	1,719,676	4,053,666	29.8	70.2
Western Division:					
Montana.....	1,452,039	665,648	786,391	48.0	52.0
Wyoming.....	487,260	144,350	342,910	29.7	70.3
Colorado.....	3,330,715	1,899,954	1,430,761	56.6	43.4
New Mexico.....	513,552	127,893	385,659	24.9	75.1
Arizona.....	695,106	250,744	444,362	36.1	63.9
Utah.....	1,445,044	806,517	638,527	55.7	44.3
Nevada.....	249,200	118,320	130,871	47.4	52.6
Idaho.....	1,225,800	358,255	867,545	29.3	70.7
Washington.....	4,960,727	2,495,292	2,465,435	50.3	49.7
Oregon.....	2,299,699	1,090,660	1,209,039	46.2	53.8
California.....	10,430,808	6,584,808	3,846,000	63.0	37.0

DIAGRAM G.—*Ratio of rural teachers' salaries to total for teachers' salaries.*